THE

STUDY OF CALIFORNIA GEOGRAPHY.

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THE proposition that California Geography should be studied in our schools hardly admits of dispute. What we need, therefore, upon this point, would seem to be, not argument, but motive. And the motives to the introduction of this study into our schools are not far to seek. One of the most obvious of them is, the advancement of our pupils in the knowledge of geography in general. The geography of the State includes the geography of every neighborhood in the State, and consequently this study must prepare any pupil in any district to enter upon the study of some foreign objects, at least, with a better understanding. The child of the mountains will understand Scotland better, and the child of the sea-shore will better appreciate Chili or Portugal. But the study of home geography will not only improve the understandings of our pupils, but their hearts. It will deepen their love of country. The purity and dignity of this affection, as we know, have commanded in all time the noblest tributes of the Muses. But it is an affection capable of development. And one of the surest means, it seems to me, of promoting that development is the study of the country in its natural features. I believe the true genesis of love of country in a thousand instances to be the following: knowledge produced interest, and interest merged in affection. If knowledge had been lacking, there would have been no interest and no love. But possibly this is too sentimental a view of the subject to command much attention. Possibly even the glorious history of the past four years has not fully taught us the value of a deep affection for the country. If so, it will be easy to take another step, and to show that this study must promote the usefulness of our pupils. It must prepare our pupils to serve California better, especially in public life and in business life. Among the boys at present in our schools are the future executives, lawmakers, and judges of the State. That these classes of our citizens should be conversant with the localities and interests of the State is important in the extreme. But a proper knowledge of such a subject is one that begins early, and thus enjoys a long period for natural expansion and correction. A public functionary who is obliged to *cram* (as the phrase is) at the eleventh hour, will hardly possess a very correct or profound body of knowledge respecting such a State as California—a State which counts its degrees, both of latitude and of longitude, by the decimal system! So, too, in business life. In our schools are the future merchants, manufacturers, and ship-owners of the State, whose ability to develop her resources will depend largely upon their personal knowledge—a knowledge which must be very defective unless commenced early and allowed to grow naturally through years of reading, reflection, observation, and conversation.

WHAT IS GOOD TEACHING?

But, now, if the branch is taught in our schools, it ought to be taught properly. All must concede this: and, hence, we may pass at once to the question, Wherein consists proper instruction in California geography? The science of teaching may not yet have been pushed to its ultimate limits. But the great ends of intellectual education are well defined. Our office as teachers is twofold—to communicate knowledge and to develop the powers. We are familiar with the analogy of the human body. The mind also requires both food and action, both diet and exercise, to its full development. The question, then, of how California geography should be taught is easily answered from the science of education in general. It should be taught so as to answer at once these two great ends—instruction and discipline—the communication of knowledge and the quickening of the powers.

INSTRUCTION IN GEOGRAPHY.

With respect to the communication of knowledge upon the subject of State geography, you will readily anticipate all I have to say. The pupils of every California school should be taught, in reference to the State, solid facts and figures, and plenty of them. They should learn the great natural features of the State, its mountain ranges and peaks, its capes and valleys, its rivers, its cataracts, and its bays. They should become familiar with its political facts, also—its boundaries and population, its counties, cities towns, and resources. The fact is that too much of the current knowledge of this State is what may be called sentimental, poetical, or oratorical—any thing but practical, sound, and detailed. The sum of this knowledge is that California is a great State, decidedly! that gold abounds here, as also silver, with all the other known metals, and certainly those that are unknown! that petroleum trickles from every rock, and that if it has never been exported in cans made from our own large tin mines, it is probably owing to some insane desire of foreign capitalists to break down the Specific Contract Law! Such knowledge of the State may do for the stump, but not for the counting-room or the school-room. I would have, then, first of all, a mass of valuable, trustworthy facts respecting California conveyed to the children of California. Nothing ought to be allowed to prevent or displace this portion of our work in teaching geography properly.

DEVELOPING MENTAL POWERS.

But our work ought not to stop with the communication of knowledge. We must train the powers of our pupils. We must so use this geographical material as to give our pupils mental muscle, as to sensitize (to borrow a word from the photographers) their mental nerves, as to promote their mental endurance. But here I have found myself somewhat at a loss. Among the multitude of powers, faculties, and habits which may be formed or improved by this study, which shall I choose for the present hour? I have finally settled upon these two—the *sense of fitness* and the *habit of connecting cause and effect*. The grounds on which these powers have been chosen, in preference to others, to illustrate the developing use of California geography, may easily be stated. In the first place, they serve to illustrate that use remarkably well. They do so because they are both of them powers best developed by the use of familiar material, and this is the very material which comprises California geography. For instance, we may cultivate the sense of fitness by drawing attention to congruities between things and their names. The two points at the entrance of the Golden Gate are Points Lobos and Bonita. The notion of congruity will be drawn out in the child by explaining to him that these names belong respectively to a beast (the seal) and a fish (the mackerel) very common in the neighborhood of those points. But to repeat this process of tracing harmonies between things and names sufficiently often to produce much effect upon the child's habits, we need to deal with familiar material, where we possess much detailed knowledge. And so it is with the habit of connecting cause and effect. Here, too, we need constant repetition, if we would have our pupils catch the infection. And repetition we can have—causes and effects can be linked together continually—where we are handling material and phenomena immediately around us, and with whose various relations we can readily make ourselves extensively familiar.

Another reason for choosing these two powers to illustrate the higher uses of home geography is found in the great twofold divi-

sion of our pupils into male and female. The first of these powers—the instinct of propriety—is the glory of the female mind; the second—the habit of connecting cause and effect—is the glory of the male mind. We will show the adaptation of the study of home geography to the culture of all our scholars; then, if we show that, it wields a developing control over these two faculties.

But a third reason for selecting these two powers is found in their peculiar relations to one another. It is an interesting point to notice that not a few geographical facts may be made to exert an educating power upon both these faculties at once. Take the names Placer and El Dorado, for example. These names the child learns, as well as the fact that gold is mined in the counties to which they belong. There are his facts. But explain to him what the names signify, and you suggest to him the notion of cause and effect, and that of congruity, in the same breath. He sees that the export has produced the name—here are cause and effect; and he sees that a county with such an export may well bear such a name—and here is fitness. Many of our facts, therefore, admit of being so used as to develop both these powers simultaneously. And of the rest, very many may be used to develop one of these powers, if not the other. Some will satisfy the sense of propriety, if not the rational faculty. The name "Golden Gate" may not have been given to the strait because it led to a land of gold, but yet it possesses an eminent degree of present fitness Other names suggest cause and effect, but not fitness. Thus the name Marysville is traced to an early lady resident of that city, but no special harmony has been noticed between the name and the place. I have selected these powers, therefore, to exemplify the present subject, for what seem to me valid reasons, and not at all at random.

THE SENSE OF FITNESS.

But possibly at this point an important question presses to be answered. This sense of fitness—of what value is it? The answer is easy. This very sense is, perhaps, the most important element of all refinement and culture, both of manners and of taste. It should be fostered, especially in the female pupil, because it is the inexhaustible fountain of amenity in social life and taste among the products of art. It is the source of amenity in social life. Almost all the common manifestations of ill-breeding proceed from a defect in the guilty party in this sense of the fitness of things—the harmony of times, places, words, deeds, and persons. Taste in art, also, consists largely of the instinct of fitness. Both mental philosophers and rhetoricians unite in placing propriety or fitness among the foremost elements of beauty, and consequently in making taste, or the sense of the beautiful, almost identical with the sense of fitness or propriety. This sense, therefore, may be confidently claimed as one of the leading elements of all true culture, both of manners and of taste. But does it need proof that such culture is valuable, especially in woman? Is it not the special ministry of woman to surround herself with all that is fair, and breathe forth from herself all that is gentle? But, how can she enrobe herself in beauty, if she have not the instincts of beauty? How can she breathe forth gentleness if she have not an instinct of the gentle? Can our time, then, be lost in developing taste and amenity in woman? in developing these by training that instinct of the fitness of things which is their common root?

TRAINING THE SENSE OF FITNESS.

Another question now recurs. Allowing it to be true that this acquisition is of importance, how may it be furthered in the study of home geography? I have already noticed one of the methods. We may call attention to the congruities which present themselves between things and their names. There is a general fitness, for example, in the fact that one of the counties of the State bears the honored name of Humboldt—a fitness arising from the fact that he was the first great naturalist who undertook a minute and scientific investigation of any part of the western coast of the Western Continent. A more special and local fitness appears in the naming of other counties and towns. For example, the most northern coast county is named Del Norte, and the beautiful Clear Lake is allowed to give name to Lake County. But the harmonies of names form but one class of those to which we may call the pupil's attention. We may often point out, for example, a suitableness in the location of public institutions. Indeed, such suitableness is obvious in connection

with nearly all the public institutions of California. That the Capital is located at Sacramento is proper, in view of the central position of that city, its easy accessibility from every quarter, its neighborhood to the great mining interest of the State, and its removal from the possible corruptions of the metropolis. The Arsenal is well placed at Benicia, because of the central position of the town, and its nearness to the great artery of the interior navigation of the State, by means of which men and arms can easily be transported in any direction. The Insane Asylum, also, occupies no incongruous position at Stockton, because that is a point reached by water from the great centres of population, and also situated upon alluvial soil—circumstances, both of them, favoring the sensitive nervous condition of the insane. Congruities, therefore, may be found in the material of California geography—congruities between things and names, and also between institutions and their sites. And these may be used by the teacher to awaken a sense of the fitness of things in the pupil.

But this sense may be quickened not only by a perception of congruities, but of incongruities. We may do good to our pupils by challenging their criticism of instances of unfitness and discord in geographical names. Such discord appears in too many of our county names. It is a curious fact that Mount Shasta is not in Shasta County; the Marysville Buttes are not in Butte County; Lassen's Peak is not in Lassen County; and Cape Mendocino is not in Mendocino County. The same dissonance is observable in the names of towns as well as counties. A notable instance of this appears in the case of a town on the edge of Suisun Bay—a town which consists of a single coal-shed, and yet which bears the pretentious name of the New York of the Pacific! But these unsuitable names we have given not merely to our own work—to counties and towns—but to the works of nature. And here we need not travel far to find illustrations. The hills of San Francisco! could names have been found more meanly inappropriate as permanent designations of these interesting and endeared objects? Perhaps the earthquakes that we feel are the writhings of these hills as they hear their names uttered by inconsiderate souls in tones too loud! Rincon Hill—the hill near the *rincon*, or point! Telegraph Hill—where the old semaphore was! Russian Hill—where a colony of Russians once encamped! And, worst of all, the highest point of the city proper called merely after the street that runs over it—Clay Street Hill!—in other words, having no name at all. But perhaps this last circumstance is a favorable one. Possibly our citizens may take advantage of this circumstance, and supply the deficiency with one good name for a San Francisco hill. And how many present themselves? Call it Lincoln Hill, perpetuating the memory of him who, for this glorious land, fulfilled the prophecy of the ages: one life shall be given for many, (*Unum pro multis dabitur caput* Virg v. 815. Or, call it Pioneer Hill, honoring the men who put faith in California when to trust her was hard, and who sought her when to seek her was difficult. Or, call it Federal Hill, signifying our adhesion to the great doctrine of the supremacy of the federal obligation over all local and narrower allegiances. It is not for the want of names, then, that our hills present such a pitiable nomenclature. But let us make the best of things. And what good use can we make of those incongruities? Why, simply to cultivate in our pupils a sense of fitness, by calling attention to these facts, which shock that sense, in other words, shocking the sense into life!

THE HABIT OF CONNECTING CAUSE AND EFFECT.

But, now, let us take up the other great power—the habit of connecting cause and effect. Of its value I scarcely need speak. In the highest possible matters, the existence of this habit and the full indulgence of it will lead us up above all second causes to the First. In matters of science this habit is so important that the strength of it almost alone decides the rank of its possessor among philosophers and discoverers. But even in the world of business this habit strongly fixed is one of the surest guarantees of success. A patient exploration of causes, a skilful forecasting of effects—a never being satisfied with phenomena, but always going behind them to their springs, and beyond them to their issues—this invaluable habit almost, in many instances, alone makes the merchant prince, while the absence of it makes the merchant beggar.

DEVELOPING THE HABIT.

The only question that remains, then, is, How can this habit be quickened in teaching Cali-

fornia geography? The question is easily answered:—the pupil will acquire the habit if the teacher will indulge himself in it; and by the teacher I mean either the living teacher or the text-book. But this is the great point—if the teacher will indulge himself in linking together cause and effect as he traverses the geographical field, the pupil will soon enough acquire the same excellent habit. I need hardly stop even to mention the obvious principle here involved—it is simply that of the imitative tendency of youth. But, now, what material can we use to this end? What classes of geographical facts admit of being thus traced to their causes and their effects in our teaching of California geography? I will specify five: the names of places, the dimensions of certain political divisions, the existence of certain towns, the character of others, and the importance of others still.

GEOGRAPHICAL NAMES.

We have already shown how these may be used to give life to the sense of fituess. But quite as frequently we may employ them in the way of showing the action of cause and effect. We teach the pupil, for example, the main facts respecting the American River. But we explain that the name was given because along its banks came into California the great immigration of Americans. Or the pupil describes Cape Mendocino and the Bay of Monterey, and we trace the names back for him to viceroys of Mexico who fitted out early expeditions. Or in respect to the Bay of San Francisco and Solano County—we teach him that the former bears the name of St. Francis of Assisi, and the latter that of St. Francis of Sales; and that the former name was given because that saint was the patron of the religious order to which the early missionaries were attached.

The counties of the southern part of the State have mostly Spanish names of Romish saints. This fact might lie in a child's mind as a mere fact, and do him but little good. But explain it, and you aid just so far in deepening his conviction of the necessary alliance of cause and effect. These names are those of the saints of Rome, because bestowed by missionaries of Rome, and they are found in their Spanish form because those missionaries came from Mexico. Had the northern counties in like manner been first occupied by Greek missionaries from St. Petersburg, the geographical localities in that direction would probably have borne the Russian names of saints of the Greek communion. So, too, with the name California—we may do our pupils good by making them familiar with the different explanations which have been given of it. According to the usual account, the name means the "country of the sweat-house," and was bestowed by early explorers on observing the practice of the Coast Indians of building themselves large oven-like huts in which to sweat themselves profusely. According to the other more recent explanation, the name means "Califia's country," and was bestowed by early navigators in honor of Queen Califia, the heroine of a romance, then very new and now very rare, with which they killed the time in their long sojourn on shipboard.

And here, I would urge, is the proper place of history in connection with geography. Here, indeed, is a useful place even for fables and half-accredited history—provided only that they be clearly exhibited as such. Even such material, when it is introduced by way of accounting for, and showing the influence of, geographical facts, is well introduced. In other words, where the introduction of historical, or even traditional material will serve our main purpose, viz., that of conducting the child's mind back to a cause or onward to an effect, I would say let such material be inserted. But the wisdom of introducing such matter in any other form seems highly questionable. Our histories do not contain long, independent chapters of geography, and I cannot see why our geographies should embrace long, independent chapters of history. Each may furnish at times a fact necessary to the proper understanding of the other—a key to some one of its darker chambers. But when we call for a key we do not require an entire hardware store of other implements at the same time! So our geographies containing long, independent chapters of history seem to me to be misconceived. They entirely overdo the thing—which in its moderation would simply be to train a habit of connecting cause and effect by tracing the geographical fact just far enough in history for that purpose, and there stop.

DIMENSIONS OF CERTAIN DIVISIONS.

But, in the second place, we may use in an edifying manner the dimensions of the State and

of certain counties. As the names of places may be explained, so often may their areas. The child is frequently taught to wonder at, and perhaps glory in, the immense size of California. He is told that it extends over a latitude which on the Atlantic coast would measure from Massachusetts to South Carolina, and that it is second only to Texas, which is supposed to embrace the area of five ordinary States! But gaping wonder, and glorying of the very vainest kind, are but dry results of instruction—especially when ends so much more substantial may be attained. Give the pupil the explanation of this vast area—which is found simply in the sparseness of the population rendering it impracticable for a second State government to be supported. In fact, the population of the State may in this manner be connected with its area, as a cause with its effect, and each remembered with greater ease in consequence. Facts, indeed—to use a homely illustration—are often like fish-hooks, easier picked up in the bunch than singly, easier carried when linked together by some cord of reason than unconnected. Thus, too, with some of the areas of counties. The great southern counties are mostly desert and uninhabited over large tracts. Hence arises a small population and no demand for a separate county organization. On the contrary, such a demand occurs as soon as population becomes dense; so that, for example, the county of San Francisco is at once the smallest and the most populous in the State. Thus the dimensions of political divisions as well as their names afford an opportunity of showing the connection of cause and effect, and thus training the pupil to make this connection for himself in other spheres than that of geography.

THE EXISTENCE OF CERTAIN TOWNS.

In the third place we may use profitably the very existence of certain clusters of population. One of the neatest examples for class use, which California furnishes, is the town of Summersville, in Contra Costa County. Here is a town built up solely by its coal mines. In some other cases we can see the operation of several causes at once, in originating and propagating the growth of towns. The town of Pacheco, in the same county, is a farming centre mostly, but also engages a little in shipping and manufactures. But in Summersville, no, the town is an effect for which there is but one single cause, and that is the deposits of coal beneath it. Before these, the town was not; after these, the town will not be; but with these, the town numbers more voters than any other place in the county. Thus we may often use the very existence of a cluster of population, with good educating power upon the child's habits of mind.

PECULIARITIES OF TOWNS.

Then, in the fourth place, we may often explain, in connection with a cluster of population, some peculiar character that it wears. Take, by way of illustrating this point, some one of the towns which we denominate suburban. It can serve but an ordinary purpose in the education of a child, to make him familiar, in connection with a town like San Mateo, for example, with certain mere facts. That this town contains beautiful private residences, and highly ornamented farms, and yet does not number any corresponding source of wealth among its products, all this is valuable as the material of knowledge. But, trace these facts back to their origin; explain this apparent inconsistency, by a reference to its source; do this, and the mere knowledge of the child becomes a better thing—becomes wisdom. And this can be done easily. The explanation is already wrapped up to our hand, in the meaning of the word *suburban*, near the city. The wealth which appears in the town is the wealth of the metropolis, carried, in pursuit of taste and comfort, a little beyond the city line, San Mateo has become a point of residence for wealthy citizens—men who need to live *near* the city, since they still conduct business in it, but who do not require to live *in* the city, since their business has reached that point that it does not require very early attention in the morning, very late attention in the evening, or very constant attention every day. Thus we may exercise our pupils in accounting for the peculiar character of certain towns.

THE CITY OF SACRAMENTO.

Then, in the last place, take, in reference to other centres of population, their great relative importance. The mind here naturally reverts to the cities of Sacramento and San Francisco. The pupil should of course learn, in respect to these two leading cities of the State, the great substan-

tial facts, those facts which bear to the importance of the places the relation of details and tokens. But, should not the teacher teach, and the scholar learn, that the importance of these places is not accidental, but has its well-determined causes, and what those causes are? Will not this process actually deepen his knowledge, to say nothing of developing the habit of which we speak?

In respect to the city of Sacramento, the sources of its prosperity will not be difficult for the teacher to point out. It owes its prominence, manifestly, to its central position in the State; to its position at the head of ordinary navigation on the Sacramento River; to its place at the foot of American River valley; to the neighborhood of the richest gold mines in the State; to the facilities for agriculture of the Sacramento valley in its vicinity; and to the progress of mining discovery and development in Nevada, Idaho, and Montana. In the case of most of these causes, I must pass them with only this mere mention, making an exception, however, to some extent, of the last-mentioned. Observe, more closely, the character of this cause, the progress of mining discovery and development. Here we have an example of a cause less obvious, because locally more remote, and yet as powerful, perhaps, as almost any other. To an older pupil, the indication of a source of prosperity like this—which he might easily have passed by, which has its seat in apparent accident, rather than in nature, and which operates at a considerable distance—must prove quickening and gratifying in an unusual degree. That it is a true source of prosperity, we may make entirely plain. The course of mining discovery and development has placed the foremost centres of mineral wealth at Washoe and Reese River. But, passengers and freight for these places, coming from the metropolis—and this includes the majority of both—almost necessarily change conveyance, and thus deposit a certain amount of wealth, at the head of ordinary navigation on the Sacramento River; in other words, at Sacramento city. Suppose the history of profitable mining had been a little different. Suppose, instead of the Carson River mines, the great ones had been those of Walker River; and, suppose, instead of Reese River, we had seen magnificent developments at Coso. What city would have felt the great impulse then? Not Sacramento, but Stockton; not the head of ordinary navigation on the Sacramento River, but on the San Joaquin.

THE CITY OF SAN FRANCISCO.

Let us glance at the city of San Francisco. Here the first sensation, as we contemplate the causes of its prosperity, is something akin to bewilderment at their multitude. But in such a multitude we find a good field to practise our pupils in the exercise of discrimination. And using this discrimination upon the sources of the greatness of the metropolis, they soon discover that although San Francisco has been aided by its evenness of climate, and aided by the productiveness of the Bay counties, and aided by manufactures, it is yet essentially the child of commerce. She is the daughter of Neptune. Like Venice, she is the bride of the sea. The cradle that has rocked her into strength is the cradle of the deep, and Aphrodite not more truly than she sprang forth from the foam! But among the commercial advantages of this city we find at once an important distinction. Some are from nature, and some are from man. Such distinctions as these I would have the pupil make, or the teacher make for him. In respect to the causes of things, he should of course, first of all, learn to believe in them, and in the possibility of unmasking them, and then make his entrance into the region of them, find them by penetrating below the crust and surface of things. But after this he should acquire a great freedom of movement in the midst of them, dexterity in handling them, facility in dividing and classifying them.

This difference, then, appears among the commercial advantages of San Francisco—some are the fruit of Nature's bounty, and some of man's enterprise.

On the natural advantages of the harbor of San Francisco, I have no limits to dwell. I can merely enumerate them. The harbor combines the two great advantages of approachableness and security. It is approachable (1) at all seasons. It does not lie in the path of periodical hurricanes, like the harbor of Vera Cruz. It is approachable (2) for all vessels. The Golden Gate is ample in width and depth. It is approachable (3) from both directions. Unlike Acapulco, for example, it is not only connected with foreign countries by the ocean, but with the far interior of the State by navigable bays and

rivers. It is approachable (4) with ordinary precaution. The channel at its mouth, unlike the Columbia River, is not liable to sudden changes. And this, again, is due (and here see a cause behind a cause—a most useful example for a pupil to study) to the felicitous circumstance that the Sacramento, like the Hudson, reaches tide-water before it reaches the ocean, and thus deposits its sediment—or makes an "overslaugh," as we call it—far in the interior, and not at the Golden Gate. Moreover, the harbor is a secure one. Vessels visiting it are secure (1) from grounding, since the bay—unlike the harbor of New London—is sufficiently deep. They may be secure (2) from collision, since the bay—unlike the harbor of Old London—is ample in width and length. And vessels are secure (3) from storms, since the bay is land-locked; (4) from dragging anchors, since the bottom affords good holding ground; and (5) from loss or prostration of men by disease, since the water is good and the climate salubrious. These are some of the natural advantages of this harbor.

But not a little has been done by man to improve upon Nature. Thanks to the enterprise of our Government and citizens, the city enjoys every facility for navigation of an artificial character. These facilities extend to the guidance of vessels by light-houses, fog-bells, and buoys; to the signalling of vessels by telegraph; to the landing of goods by wharves and piers; to the collection of customs; to the care of seamen by hospitals, Bethels, and societies; and to the defence of the harbor by forts and batteries.

For the importance, therefore, of the great cities of California, there are cogent reasons. They have grown great for good cause, and not by accident. And so with many other geographical facts, and especially, as we have seen, with the names of some places; with the dimensions of others; with the existence of others; and with the peculiar character of others still. As we teach California geography, then, there is ample material upon which we may exercise our pupils in connecting cause and effect.

CONCLUSION.

But a single word remains to be added: and this is in answer to the question, How may the teacher conduct this work of training his class? I answer that a text-book, specially prepared, would be the surest means. A book should appear containing a full exhibition of the geography of the Pacific States. And this book should not only abound in facts, but in causes and congruities, clearly and constantly indicated. Such a book seems needed even for the lower end of education—even to inform our pupils in regard to the simplest facts concerning the coast. But such a book is further needed for the higher purposes of education, even for culture and development. We must believe more in education. We must believe that any power or habit whatsoever can be educated. And we must act on our faith. We must choose among the great habits and instincts definitely and consciously, and set about definitely and consciously to develop those which we esteem important. Thus will we be educators indeed—drawers-out of the powers of the human mind. Thus will we take rank in spirit, if not in fame, with the Pestalozzis and the Arnolds.

But, in the absence of prepared text-books, what are we to do? There is but one course. We must supplement our common text-books with prepared material of our own. In preparing this we will derive much assistance from the labors in this direction of a grammar master of this city, the result of which will be found in the California Teacher. The price of such material, prepared by ourselves, will be labor and pains. And we will not begrudge it while we feel our responsibility as educators of the young —moulders of that nation from which so much is expected, the glorious Nation of the Future!